

A FOLLOW-UP STUDY OF 1950-1961 GRADUATES  
OF THE DRAKE UNIVERSITY MASTER OF  
SCIENCE IN EDUCATION PROGRAM IN  
GUIDANCE

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A Field Report  
Presented to  
The Graduate Division  
Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Marion A. Romitti  
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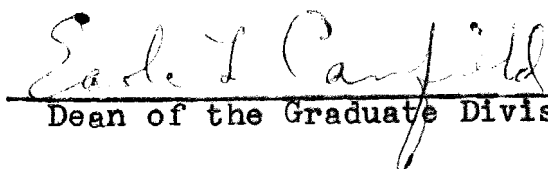
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Approved by Committee:

  
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## TABLE OF CONTENTS

| CHAPTER                                  | PAGE |
|--|------|
| I. INTRODUCTION . . . . .                | 1    |
| Statement of the Problem . . . . .       | 1    |
| Importance of the Study. . . . .         | 2    |
| Limitations of the Study . . . . .       | 3    |
| Method of Procedure. . . . .             | 4    |
| II. REVIEW OF THE LITERATURE . . . . .   | 6    |
| Recommendations for Use of School        |      |
| Counselor's Time . . . . .               | 6    |
| How School Counselors Spend Their Time . | 8    |
| The Role and Function of the School      |      |
| Counselor. . . . .                       | 12   |
| Evaluation of a Program of Counselor     |      |
| Training . . . . .                       | 16   |
| III. PRESENTATION OF DATA . . . . .      | 18   |
| Personal Information, General Assigned   |      |
| Duties, Time Allotted to Various         |      |
| School Areas, and Major Clerical Duties  | 19   |
| Personal information . . . . .           | 19   |
| General assigned duties. . . . .         | 22   |
| Time allotted to various school duties   | 25   |
| Major clerical duties. . . . .           | 27   |
| Time Spent on the Various Guidance       |      |
| Duties in the Five General Areas of      |      |

## CHAPTER

## PAGE

|   |    |
|---|----|
| guidance services. . . . .  | 27 |
| Individual inventory . . . . .  | 27 |
| Administration of testing program. . . . .  | 29 |
| Articulation and orientation . . . . .  | 36 |
| Informational services . . . . .  | 36 |
| Group guidance activities. . . . .  | 37 |
| Preparation for interview. . . . .  | 37 |
| Student interview-educational. . . . .  | 38 |
| Occupational . . . . .  | 38 |
| Personal . . . . .  | 39 |
| Parent counseling. . . . .  | 40 |
| Educational and occupational placement . . . . .  | 40 |
| Follow-up within building. . . . .  | 41 |
| Follow-up of students that have left<br>school . . . . .  | 42 |
| Research . . . . .  | 42 |
| Community activities . . . . .  | 42 |
| Respondents' Personal Opinions of the<br>Drake Master of Science in Education<br>Guidance Program . . . . . | 43 |
| Pupil appraisal. . . . .  | 43 |
| Occupational and educational information . . . . .  | 45 |
| Group guidance . . . . .  | 47 |

| CHAPTER  | PAGE |
|--|------|
| Research . . . . .   | 48   |
| Miscellaneous. . . . .   | 49   |
| Guidance Duties Performed Most and Least<br>Frequently . . . . . | 50   |
| IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. .                 | 54   |
| Summary. . . . .   | 54   |
| Conclusions. . . . .   | 56   |
| Recommendations. . . . .   | 57   |
| BIBLIOGRAPHY . . . . .   | 59   |
| APPENDIX A. . . . .  | 63   |
| APPENDIX B. . . . .  | 64   |

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# LIST OF TABLES

| TABLE  | PAGE |
|--|------|
| I. Responses by the 1950-1961 Drake Master of Science in Education Graduates With a Major in Guidance to the Questionnaire Inquiry, "In What Position Are You Presently Employed?" . . . . .   | 21   |
| II. General Assigned Duties Performed by Thirteen Counselors and Twenty-one Teacher-Counselors From the 1950-1961 Drake Master of Science in Education Graduating Classes With a Major in Guidance . .                                       | 23   |
| III. Weekly Mean Percentage of Time Allotted to Various School Duties by Thirteen Counselors and Twenty-one Teacher-Counselors from the 1950-1961 Drake Master of Science in Education Graduating Classes With a Major in Guidance . . . . . | 26   |
| IV. Rank Frequency of Major Clerical Duties Performed by Thirteen Counselors and Twenty-one Teacher-Counselors from the 1950-1961 Drake Master of Science in Education Graduating Classes With a Major in Guidance. . . . .                  | 28   |
| V. Weekly Mean Percentage of Time Spent on Various Guidance Tools by Thirteen Counselors and Twenty-one Teacher-Counselors From the 1950-1961 Drake Master of Science in Education Graduating Classes With a Major in Guidance . . . . .     | 30   |
| VI. Weekly Mean Percentage of Time Spent on Various Guidance Duties by Thirteen Counselors and Twenty-one Teacher-Counselors From the 1950-1961 Drake Master of Science in Education Graduating Classes With a Major in Guidance . . . .     | 31   |

## TABLE

## PAGE

|       |  |    |
|-------|--|----|
| VII.  | Guidance Duties Performed the Most and<br>Least Frequently by Thirteen Counselors<br>From the 1950-1961 Drake Master of<br>Science in Education Graduating Classes<br>With a Major in Guidance. . . . .            | 51 |
| VIII. | Guidance Duties Performed the Most and<br>Least Frequently by Twenty-one Teacher-<br>Counselors From the 1950-1961 Drake<br>Master of Science in Education Graduating<br>Classes With a Major in Guidance. . . . . | 52 |

## CHAPTER I

### INTRODUCTION

There are over twenty-thousand individuals in schools in the United States whose duties include counseling. A large number of them are full-time counselors; that is, their duties are exclusively guidance and counseling. Although these persons might agree that their counseling duties call for working individually with pupils in that type of conference known as the counseling interview, it is also likely that beyond this commonly agreed-on characteristic, there is notable lack of agreement about<sup>1</sup> what constitutes counseling.

This investigation, through examining the nature of counselor and teacher-counselor functions and the time consumed in the various functions, should contribute to and aid in formulating a more uniform concept of the counseling profession.

Statement of the problem. The purpose of this study was (1) to determine the nature of the jobs held by the

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<sup>1</sup>Richard D. Byrne, "What School Counseling Is," Chronicle Guidance Publications (New York: Chronicle Guidance Publications, Inc., 1961), pp. 1-3.



1950-1961 Drake University Master of Science in Education graduates with a major in guidance employed in the public schools; (2) to determine specifically the details of each subject's job in the five basic areas of guidance services; (2) helping students understand themselves; (b) helping students understand socioeconomic information; (c) counseling; (d) placement; and (3) follow-up and research; (3) to find the percentage of time devoted to various aspects of the job, particularly to each guidance service, per week; (4) to obtain the opinions of the graduates concerning the relevancy of their Graduate Guidance Program as preparation for their current jobs; and (5) to recommend changes in this program, if indicated by the results of the study.

Importance of the study. It was felt that such a study might have considerable value for the clarification of the counselor's role in the public school. It might serve as a guide for the counselor, helping him budget his time to cover the various areas of guidance more effectively and to make more efficient use of his working hours. Additionally, it could aid in the education of guidance candidates at Drake University by making the program more pertinent to the counselor's actual job functions.

Limitations of the study. There are several limitations to a questionnaire study of this type. The questionnaire used in this survey seemed to be more effectively geared to the activities of counselors and teacher-counselors employed in the smaller school systems. Directors of guidance, counselors in large school systems, and those who were not involved in counseling indicated that the questionnaire was to a large extent inapplicable to their work.

A criticism reported by some respondents not completing the questionnaire was the length of time required for responding. The questionnaire was necessarily lengthy in order to cover the various areas of guidance thoroughly, and required from thirty to sixty minutes to fill out properly.

Other criticisms reported by the respondents were the difficulty of measuring, in minutes per week, the time required for the various duties, and the discrepancy that though some duties were done but a few times each year, they would receive as much significance in percentage of time as duties done weekly.

The investigator realizes these limitations, but believes that the relative ranking of the duties as performed by the counselors and teacher-counselors was not seriously altered by the above conditions.

The obtained information was based upon the opinion of the respondents with no respondent required to make a daily time study of weekly job functions. The percentages of time devoted to the various duties were approximated by the graduates in this study, and for this reason any generalizations should be made cautiously.

Method of procedure. The first phase of this study was a review of the available literature pertaining to duties assigned and time spent by counselors in guidance services. After the review, a questionnaire<sup>1</sup> was prepared. The questionnaire contained three major parts. In the first part, the graduates were asked to state their job functions in the school systems. In the second part, the graduates were asked to state the percentages of time devoted to the various guidance duties, and in the third part, the graduates stated their personal opinions as to the relevancy of the Drake Guidance Program to their current job functions.

A listing of the 1950-1961 Drake Master of Science in Education Graduates with a major in guidance was obtained from the Drake Graduate Office. The latest available

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<sup>1</sup>Appendix A.

address of each graduate was obtained from the Drake Alumni Office.

The Drake Graduate Office records listed the names of 186 graduates with a major in guidance from 1950-1961. Of this number, 145 graduates were located. The questionnaire, a letter explaining the purpose of the study,<sup>1</sup> and a stamped envelope for reply were sent to each graduate.

A follow-up card was sent to each graduate who had not responded at the end of fifteen days.

By the date established for undertaking statistical work on the study, 108 graduates, or 74 per cent of the original sample, had responded. Of the 108 respondents, eighty-three were engaged in school work at the time of the study. In accordance with the investigator's letter, the questionnaires were not signed. When it became apparent that 108 returned questionnaires would constitute the final sample, the responses were tabulated and analyzed.

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<sup>1</sup>Appendix B.

## CHAPTER II

### REVIEW OF THE LITERATURE

In this chapter are reported (1) recommendations for use of school counselor's time; (2) how school counselors spend their time; (3) the role and function of the school counselor; and (4) evaluation of a program of counselor training.

#### Recommendations for use of school counselor's time.

Hoyt presented his views on the approximate percentage of designated time a counselor should spend in each of eight functions. The recommendations were based upon his opinions and upon three basic assumptions:

1. The person with primary responsibilities for counseling in the school is a professionally educated counselor.
2. A guidance-minded staff of teachers and administrators is actively participating in the guidance program.
3. The guidance program is beyond the initial phase of organization and is currently functioning normally.

The recommendations on percentage of time were as follows: <sup>1</sup>

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<sup>1</sup>Kenneth B. Hoyt, "What Should be the Pupil Load for the School Counselor?", Personnel and Guidance Journal, XXXIV, (October, 1955), 86-88.

| <u>Function</u>                     | <u>Percentage of<br/>Counselor's Time</u> |
|-------------------------------------|---|
| Counseling. . . . .                 | 50  |
| Appraisal . . . . .                 | 10  |
| Working with teachers . . . . .     | 10  |
| Environmental information . . . . . | 10  |
| Group activities. . . . .           | 5   |
| Administrative and clerical work. . | 5   |
| Working with parents and community. | 5   |
| Local research. . . . .             | 5   |
| Total . . . . .                     | 100                                       |

Indiana counselor-educators Hollis and Isaacson made the following recommendations after a study of participants in an advanced institute in counseling and guidance held at Purdue University. There were thirty-nine members in the group drawn predominately from Indiana high schools. Hollis and Isaacson stated the school counselor's designated time should be divided as follows, including necessary time for<sup>1</sup> related clerical activity:

| <u>Function</u>                 | <u>Per Cent</u> |
|---------------------------------|-----------------|
| Counseling service. . . . .     | 50              |
| Informational service . . . . . | 10              |
| Testing service . . . . .       | 10              |
| Community relations . . . . .   | 5               |
| In-service education. . . . .   | 5               |
| Placement program . . . . .     | 5               |
| Follow-up . . . . .             | 4               |
| Research. . . . .               | 3               |
| Resource person . . . . .       | 3               |

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<sup>1</sup>Joseph Hollis and Lee E. Isaacson, "How School Counselors Spend Their Time," The School Counselor, IX (March, 1962), 89-95.

| <u>Function</u>         | <u>Per Cent</u> |
|-------------------------|-----------------|
| Communications. . . . . | 2               |
| Evaluation. . . . .     | 2               |
| Budget. . . . .         | 1               |
| Total . . . . .         | 100             |

How school counselors spend their time. In the spring of 1960 Project Talent gathered information from school counselors who spent twenty per cent or more of their time in counseling and guidance service. One aspect of Siller's report to the American Personnel and Guidance Association was concerned with the per cent of guidance and counseling time devoted to various guidance functions which he reported as follows:

| <u>Guidance Functions</u>         | <u>Percentage of Counselor's Time</u> |                    |
|-----------------------------------|---------------------------------------|--------------------|
|                                   | <u>0-14</u>                           | <u>15 and Over</u> |
| Counsel with individuals. . . . . | 5                                     | 95                 |
| Counsel with parents. . . . .     | 85                                    | 15                 |
| Counsel with groups . . . . .     | 84                                    | 16                 |
| Testing . . . . .                 | 76                                    | 24                 |
| Staff discussions . . . . .       | 88                                    | 12                 |
| Report and case studies . . . . . | 91                                    | 9                  |
| Clerical work . . . . .           | 71                                    | 29                 |
| Supervision . . . . .             | 96                                    | 4                  |
| Other . . . . .                   | 96                                    | 4                  |

Siller's report indicated that most guidance functions were given less than 15 per cent of a counselor's time. The exception to this was that 95 per cent of the counselors spent

more than 15 per cent of their allotted guidance time counseling with individuals. School size appeared to have no effect upon the time spent in these guidance functions except in counseling individual students, clerical time, and so forth. In these guidance functions counselors from larger schools reported spending more time than counselors from the small schools. Sillers also stated that few conclusions could be drawn from the available data, but it could be concluded that most of the guidance counselors spent the greater share of their time working with individuals.<sup>1</sup>

Goldberg's paper to the American Personnel and Guidance Association stemmed from results obtained from Project Talent and pertained to the duties and functions performed by the counselors. Of particular importance was the large proportion of counselors with divided duties. Goldberg stated that many counselors have a heavy load of non-guidance duties including teaching, non-counseling administration, and clerical work. Goldberg reported administration of the testing program as one of the major duties performed by guidance personnel. However, research appeared to be an

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<sup>1</sup>D. J. Sillers, "American High School Counselors," (Paper read at the American Personnel and Guidance Association Convention, Sherman House, Chicago, Illinois, April 19, 1962).



area in which many schools need to become involved. A high percentage of counselor time was spent helping individual students plan their high school programs and in counseling with individual students who had achieved below the acceptable scholastic level. Adjustment problems appeared to be handled on an individual basis more frequently than by group work. Thirty-three per cent of the schools reported that they never conducted group discussions on adjustment of personality; sixteen per cent reported that they did this regularly.<sup>1</sup>

Dugan, Director of Student Personnel, University High School, University of Minnesota, made 506 counseling contacts, six minutes or more in length, during a one-year period. A tabulation of interview contacts was made by means of a daily interview log. These interviews were for the purpose of identifying the counseling needs which appeared to be most persistent in the daily lives of high school students. The 506 counseling contacts were classified into the following three major types:

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<sup>1</sup>Isadore Goldberg, "A National Survey of Guidance Resources in Public Senior High Schools," (Paper read at the American Personnel and Guidance Association Convention, Sherman House, Chicago, Illinois, April 19, 1962).

| <u>Purpose of Interview</u>                     | <u>Number</u> | <u>Per Cent</u> |
|---|---------------|-----------------|
| 1. Securing information from pupils . . . . .   | 115           | 22.7            |
| 2. Interpreting information to pupils . . . . . | 158           | 31.2            |
| 3. Assisting pupils in the solution of problems |               |                 |
| a. Scholastic and study habits . . . . .        | 98            | 19.4            |
| b. Vocational needs and college plans . . .     | 94            | 18.6            |
| c. Personality and emotional problems . .       | 26            | 5.1             |
| d. Social needs and problems . . . . .          | 10            | 2.0             |
| e. Health problems . . .                        | 5             | 1.0             |
| Total   | 506           | 100.0           |

Dugan reported that nearly five in every ten counseling contacts with pupils were concerned with assisting them in the solution of specific major problems. Of all such problems, scholastic and vocational needs each claimed one out of five pupil contacts. Nearly one in every four interviews was for the purpose of securing information from the pupil himself, and almost one-third involved interpretating special kinds of information to pupils. One in every twelve interviews was concerned with a personality, social, or<sup>1</sup> health problem.

Arnold conducted a questionnaire survey which asked

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<sup>1</sup>Willis E. Dugan, "Counseling Quantitatively Analyzed," Occupations, XIX (May, 1941), 573-577.

for a record of minutes spent throughout two typical school days on the following activities: assigned teaching, assigned study hall, free periods, and guidance duties. He reported that tabulation of replies was difficult and that titles had no definite meaning. In some schools, particularly the smaller ones, the principal or assistant principal did the counseling. In others, regularly assigned persons gave most of the day to vocational and educational counseling. Arnold reached these conclusions from the study:

1. More time and effort are being given to attendance, tardiness, discipline, and school failure, than are being given to counseling about vocational and educational plans and about personal, social, and school problems.
2. The load carried by many of these persons is very heavy.
3. Counseling on vocational, educational, and personal problems must be grossly inadequate if this group is representative. Forty minutes are spent in a typical day on counseling activities, while sixty minutes are given to discipline, tardiness, and school failure.<sup>1</sup>

The role and function of the school counselor. Winfrey reported the findings of the questionnaire formulated by the American School Counselors Association Committee studying the "Implications of the Wrenn Report to the

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Dwight L. Arnold, "Time Spent by Counselors and Deans on Various Activities," Occupations, XXVII (March, 1949), 391-393.

School Counselor." The 124 persons who responded were acting to an unknown extent as spokesmen for the various local and state groups which have discussed the preliminary recommendations at various meetings since the 1961 American Personnel and Guidance Association Convention in Denver. However, it is impossible to tell to what extent the reactions were their own and how much they represented the opinions of others. The findings as reported by Winfrey on the counselor's role and counselor's function are as follows: (Only the percentage for "agree" and "disagree" are included, with the balance "undecided."<sup>1</sup>

| <u>Counselor Role</u>  | <u>Percentages</u> |                 |
|--|--------------------|-----------------|
|  | <u>Agree</u>       | <u>Disagree</u> |
| Administrators and teachers need a better understanding of the role and the work of the counselor . .  | 93                 | 2               |
| Counselors themselves are largely to blame for the lack of agreement, because they have not adequately defined their own roles .   | 67                 | 10              |
| If counselors were to assert themselves in defining their roles, many administrators would allow a change since the present role is often adopted out of ignorance rather than by thoughtful decision. . . . . | 75                 | 8               |

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<sup>1</sup>James K. Winfrey, "Findings of a Survey on the Counselor in a Changing World," (Paper read at the American Personnel and Guidance Association Convention, Sherman House, Chicago, Illinois, April 19, 1962.

| <u>Counselor Function</u>   | <u>Percentages</u> |                 |
|---|--------------------|-----------------|
|   | <u>Agree</u>       | <u>Disagree</u> |
| The professional job description of a school counselor should specify that he perform four major functions . . . . .                  | 32                 | 13              |
| a. Counsel with students . . . . .  | 97                 | 0               |
| b. Consult with teachers, administrators, and parents. . . . .  | 95                 | 0               |
| c. Study the changing facts about the student population and interpret what is found to school committees and administrators. . . . . | 80                 | 5               |
| d. Coordinate counseling resources in school and between school and community. . . . .  | 85                 | 3               |
| e. A counselor should spend 50 per cent of his time working with individuals at the high school level . . . . .                       | 82                 | 5               |

Wright, Supervisor of Counselors, Minneapolis Public Schools, reported on a study conducted during the school year 1944-45 appraising the counseling and guidance service provided at the secondary level. The purpose was to formulate proposals for improving the guidance services in the Minneapolis Schools.

A job analysis of counseling, as then carried on in the Minneapolis Schools, was one part of the study. The job analysis was based on interviews with counselors, lasting between two and three hours, rather than on observation of their work.

The survey found that counselors working at the

junior high school level, and those working at the senior high school level had jobs which were fairly similar. A summary of the duties common at these various levels was made as follows:

The Job of the Counselor in the Junior High School

1. Teaches two classes or has one class and a homeroom.
2. Extra duties--has one or more duties which are extraneous to counseling such as, supervises study hall, hall guides, the lunchroom, advises the Student Council, and handles discipline problems.
3. Orientation of entering pupils.
4. Assigns pupils to sections if the school has ability grouping, to remedial reading, or other remedial classes. Makes programs for pupils needing special treatment.
5. Selects and recommends pupils for testing for special classes.
6. Aids pupils in the selection of personal interest courses and ninth grade electives.
7. Advises pupils considering transfer to Vocational School.
8. Assists pupils in selecting tenth grade program as a first step in their plan for senior high school education.
9. Usually administers the testing program in the building.
10. Counsels pupils with specific problems of school and personal adjustment.
11. Works closely with teachers in problems of pupil adjustment.
12. Refers pupils for after-school or Saturday work and suggests jobs for pupils leaving school.
13. Clerical work. Examples: computing I.Q.'s, checking on test scoring, calculating medians, preparing bulletins, working with pupil records.

### The Job of the Counselor in the Senior High School

1. Teaches one or two classes and may have a homeroom.
2. Handles special assignments such as chairman of Scholarship Committee, adviser for Student Council, on duty in the lunchroom, takes charge of school movies.
3. Supervises orientation of new pupils and assignment of incoming students to sections and remedial classes.
4. Advises pupils regarding choice of electives during their period in high school.
5. Advises pupils regarding transfer to Vocational School, and assists them to make these transfers.
6. Advises pupils regarding vocational planning and further training.
7. Supervises the testing program in the building.
8. Checks credits for high school graduation and for university entrance.
9. Advises boys entering and those in military service.
10. Interviews and counsels pupils who are failing in school.
11. Handles employment, including routines for excusing pupils for Christmas work.
12. Arranges group conferences.
13. Writes letters of reference for pupils who are in school or who have left school, fills out rating scales.
14. Confers with pupils planning to withdraw from school.
15. Confers with teachers in regard to individual pupils who present particular problems.
16. Does clerical work involved in the routine and service mentioned above.<sup>1</sup>

Evaluation of a program of counselor training. Noble and Mathewson reported on the informal discussion groups,

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<sup>1</sup>Barbara Wright, "Minneapolis School Counselors Analyze Their Jobs," Occupations, XXIV (January, 1946), 214-219.

made up of graduates from the four municipal colleges of New York City. Thirty graduates participated in the informal chats about the graduate program and offered suggestions for the programs improvement. Suggestions were made in four areas:

Personal Attitudes: Graduates in these conferences felt that good personality characteristics were the most important thing in guidance work. These suggestions were made: opportunity to role play in all classes; greater use of case studies; chance to air attitudes about behavior problems; more opportunity to talk with instructors about personal anxieties and have them point out undesirable personality traits; maximum possible personal supervision in the counseling laboratory.

Relating theory to practice: Graduates favored a multiple approach in methods. Case problems should be used but students should be given opportunity to explore current problems as well. The need for basic psychological theory was strongly confirmed and for refresher courses in Child and Adolescent Psychology at the beginning program.

Field practice: In field practice, graduates felt that opportunity should be given to visit and observe in different schools and to observe guidance coordinators and officers in action.

Courses: A post graduate seminar for graduates was called for and more courses in group work in guidance.<sup>1</sup>

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<sup>1</sup>J. L. Noble and R. H. Mathewson, "Evaluating a Program of Counselor Training Through Group Conferences," Personnel and Guidance Journal, XXXIV (January, 1956), 285-288.



## CHAPTER III

### PRESENTATION OF DATA

In this chapter the investigator will report the questionnaire data of the study. The complete tabulated information is included in the Appendix.

The questionnaire was divided into three parts for ease of reporting the information. Part I consisted of personal information, general assigned duties in the school, time allotted to various school duties and major clerical duties. Part II consisted of time spent on duties in the various areas of guidance. Part III presented the respondents' personal opinions of the Drake Master of Science in Education Guidance Program as preparation for their current jobs.

The basic approach in presenting data from Part II of the questionnaire was to state the duties found to be the most and least prevalent among counselors and teacher-counselors. The weekly percentage of time spent on the guidance duties by counselors and teacher-counselors was reported in terms of mean per cent. Numerous tables were necessary to adequately present the duties and opinions of the respondents.

I. PERSONAL INFORMATION, GENERAL ASSIGNED  
DUTIES, TIME ALLOTTED TO VARIOUS SCHOOL  
AREAS, AND MAJOR CLERICAL DUTIES

Personal information. Of the 108 graduates that responded to the questionnaire, twenty-one indicated that they were employed as teachers. Twenty-one reported that they were teacher-counselors; thirteen that they were employed as full-time counselors.

A combined total of thirty-four, twenty-one teacher-counselors and thirteen counselors, were engaged in the performance of guidance services. Of the thirty-four counselors and teacher-counselors, sixteen were employed in high school, ten in junior-high school, five had both high school and junior-high school responsibilities, and three were employed in college guidance work.

Twenty-five 1950-1961 graduates were employed in school administration, thirteen as principals, four as superintendents and three as teacher principals. Guidance administration was limited to three county guidance directors and two guidance directors of large high schools.

The area of Special Education was represented by three graduates, one being a school psychologist, one a school nurse, and another a county probation officer.

In all, eighty-three, or approximately 77 per cent, of the 108 respondents were connected with school work at the time of the study.

Table I shows where the respondents were employed. Twenty-five respondents were not connected with school work. Of these, five reported having never worked in guidance, and three that the questionnaire took too much time to complete.

Two former graduates were engaged in personnel work, whereas two others were housewives. One graduate was deceased. The rest of the respondents answering the questionnaire, but not in school work, were engaged in varied occupations.

Additional questionnaire information not reported in the table showed that as a group the thirteen counselors had a mean of ten years teaching experience and five years counseling experience. They averaged nine and five-tenths hours on the job per day; fifty-two and seven-tenths hours on the job per week, of which seven hours were spent on guidance and counseling per day and thirty-five and seven-tenths hours on guidance and counseling per week.

The replies of the twenty-one teacher-counselors disclosed that they had a group mean of twelve years teaching experience and four and three-tenths years counseling experience. They reported spending seven and eight-tenths hours

TABLE I

RESPONSES BY THE 1950-1961 DRAKE MASTER OF  
SCIENCE IN EDUCATION GRADUATES WITH A  
MAJOR IN GUIDANCE TO THE QUESTION-  
NAIRE INQUIRY, "IN WHAT POSITION  
ARE YOU PRESENTLY EMPLOYED?"

| Position                              | Number |
|---------------------------------------|--------|
| Teacher                               | 21     |
| Teacher-counselor                     | 21     |
| Full-time counselor                   | 13     |
| Principal                             | 13     |
| Superintendent                        | 4      |
| Teacher-principal                     | 3      |
| County guidance director              | 3      |
| Guidance director                     | 2      |
| Public relations                      | 2      |
| Housewife                             | 2      |
| School psychologist                   | 1      |
| School nurse                          | 1      |
| Full-time basketball coach            | 1      |
| County probation officer              | 1      |
| Rehabilitation therapist              | 1      |
| Nursing service administration        | 1      |
| Radio-TV station manager              | 1      |
| U.S. Soil Conservation                | 1      |
| Florist                               | 1      |
| John Deere worker                     | 1      |
| Supervises Iowa State residence halls | 1      |
| In Theological Seminary               | 1      |
| In private industry                   | 1      |
| Other Responses                       |        |
| Had not worked in guidance            | 5      |
| Too much time to complete             | 3      |
| Not a guidance graduate               | 1      |
| Working on doctoral program           | 1      |
| Deceased                              | 1      |
| Total                                 | 108    |

on the job per day and forty and four-tenths hours on the job per week. This was a shorter work day and week than reported by the counselors. Less than half the work day, three and one-tenth hours, was devoted to guidance and counseling per day; and seventeen and three-tenths hours on guidance and counseling per week.

General Assigned Duties. The writer asked the respondents to list the general duties which were assigned them in the school. This was done to determine which duties, aside from counseling, were most commonly performed by counselors and teacher-counselors.

Table II shows that of the thirteen counselors only one counselor taught a classroom subject. Four counselors taught a guidance class for one period, four days a week. Of the counselors that responded not one was assigned a preparation period or a detention period. One counselor had a homeroom for one period, five days a week. Neither counselors nor teacher-counselors reported their lunch periods.

Seven of the thirteen counselors reported their counseling time. Their mean counseling time was a five-day week which consisted of six and one-tenth periods per day. Additional questionnaire information not indicated in the table showed that the periods averaged sixty-eight and five-tenths

TABLE II

GENERAL ASSIGNED DUTIES PERFORMED BY THIRTEEN  
COUNSELORS AND TWENTY-ONE TEACHER-COUNSELORS  
FROM THE 1950-1961 DRAKE MASTER OF SCIENCE  
IN EDUCATION GRADUATING CLASSES WITH A  
MAJOR IN GUIDANCE

| ASSIGNED DUTIES FOR:              | COUNSELORS  |         |      | TEACHER-COUNSELORS         |                            |                            |
|-----------------------------------|-------------|---------|------|----------------------------|----------------------------|----------------------------|
|                                   | Number      | Periods | Days | Number                     | Periods                    | Days                       |
| Subject matter teaching           | 1           | 1       | 5    | 1<br>2<br>4<br>6<br>5<br>1 | 6<br>5<br>4<br>3<br>2<br>1 | 5<br>5<br>5<br>5<br>5<br>1 |
| Guidance Class                    | 4           | 1       | 4    | 1<br>1                     | 1<br>1                     | 5<br>2                     |
| Preparation period                | 0           | 0       | 0    | 3                          | 1                          | 5                          |
| Detention Period                  | 0           | 0       | 0    | 0                          | 0                          | 0                          |
| Homeroom                          | 1           | 1       | 1    | 7                          | 1                          | 5                          |
| Lunch Period                      | No Response |         |      | No Response                |                            |                            |
| Mean Counseling Time              | 7           | 6.1     | 5    | 18                         | 3.1                        | 5                          |
| Assigned Daily Supervision        |             |         |      |                            |                            |                            |
| a. Halls                          | 3           |         | 5    | 2                          |                            | 5                          |
| b. Lunchroom                      | 1           |         | 5    | 1                          |                            | 5                          |
| c. Study Hall                     | 1           |         | 5    | 5                          |                            | 5                          |
| Other Assigned Duties             |             |         |      |                            |                            |                            |
| a. General Activity               | 1           |         |      |                            |                            |                            |
| b. Bus Supervision                | 1           |         |      |                            |                            |                            |
| c. Sponsor Hi-Y                   | 1           |         |      |                            |                            |                            |
| d. Sponsor National Honor Society | 1           |         |      |                            |                            |                            |
| e. Prom                           |             |         |      | 1                          |                            |                            |
| f. Football Games                 |             |         |      | 1                          |                            |                            |
| g. Floats                         |             |         |      | 1                          |                            |                            |
| h. School Paper and Yearbook      |             |         |      | 1                          |                            |                            |
| i. Student Council                |             |         |      | 1                          |                            |                            |

TABLE II (Continued)

| ASSIGNED DUTIES FOR:                  | COUNSELORS |         |      | TEACHER-COUNSELORS |         |      |
|---------------------------------------|------------|---------|------|--------------------|---------|------|
|                                       | Number     | Periods | Days | Number             | Periods | Days |
| j. Sponsor Future Teachers of America |            |         |      | 1                  |         |      |
| k. Sponsor Classes                    |            |         |      | 1                  |         |      |
| l. Football Coach                     |            |         |      | 1                  |         |      |

minutes in length.

Three counselors were delegated supervision of halls, one was assigned to lunchroom duty and one to study hall. Other assigned duties listed by counselors were: general activity duty, bus supervision, sponsor of Hi-Y, and sponsor of the National Honor Society. The time devoted to these duties was not stated by the responding counselors.

Teacher-counselors reported a larger teaching load, ranging from one to six periods per day, five days per week. Only two reported teaching a guidance class. Three had an assigned preparation period; but none reported being assigned a homeroom.

The mean counseling time for the eighteen teacher-counselors reporting was three and one-tenth periods per day, five days per week. Additional questionnaire information not indicated in the tables showed that the periods

averaged fifty-five minutes in length. Five teacher-counselors were assigned daily study hall supervision. Two had a hall supervision and another was called upon for lunchroom supervision.

The other assigned duties stated by the teacher-counselors are presented in Table II, which reveals the exact numerical breakdown of the general assigned duties as performed by the responding thirteen counselors and twenty-one teacher-counselors.

Time Allotted to Various School Duties. Table III shows that almost 48.0 per cent of the responding counselors' time was spent with guidance and counseling duties. More than 15.0 per cent was spent on clerical duties related to guidance. Twelve per cent was spent on registration and scheduling. The least amount of the counselors' time was spent on non-guidance clerical duties.

Teacher-counselors indicated 27.5 per cent of their time was concerned with guidance and counseling. Twenty per cent was devoted to non-guidance duties, with 15.0 per cent to additional duties and 5.0 per cent to non-guidance clerical duties. Ten and four-tenths per cent was spent on registration and scheduling. Discipline accounted for the least amount of the teacher-counselors' time.



TABLE III

WEEKLY MEAN PERCENTAGE OF TIME ALLOTTED PER WEEK  
TO VARIOUS SCHOOL DUTIES BY THIRTEEN COUNSELORS  
AND TWENTY-ONE TEACHER-COUNSELORS FROM THE  
1950-1961 DRAKE MASTER OF SCIENCE IN  
EDUCATION GRADUATING CLASSES WITH  
A MAJOR IN GUIDANCE

| Duty                           | Mean Percentage of Time |                    |
|--------------------------------|-------------------------|--------------------|
|                                | Counselors              | Teacher-Counselors |
| Administrative Duties          | 9.1                     | 5.9                |
| Discipline                     | 5.4                     | 4.7                |
| Registration and Scheduling    | 12.0                    | 10.4               |
| Clerical Duties Non-Guidance   | 2.9                     | 5.0                |
| Additional Duties Non-Guidance | 5.4                     | 15.0               |
| Guidance and Counseling        | 47.9                    | 27.5               |
| Clerical Duties--Guidance      | 15.4                    | 7.0                |
| Total                          | 98.1*                   | 75.5*              |

\*In reporting time spent on various duties, respondents were asked to give percentages of total time. However, they were not required to add the percentages to get a 100 per cent total. As a result, the mean percentage of neither the counselors' nor teacher-counselors' totals 100. It is possible that respondents interpreted certain of their duties as different from any categories of the questionnaire, although the term "Additional Duties, Non-Guidance" was included to account for time not otherwise specified.

Major Clerical Duties. Table IV shows that for counselors, testing required the most time, correspondence second most, cumulative records third most and miscellaneous duties fourth most time. Of the testing time, test scoring consumed the most time. Writing letters, reports and references occupied the majority of the counselors' correspondence time. Keeping records and files was the largest part of work with cumulative records. Of miscellaneous clerical time, counselors used most of it planning four year programs.

Of teacher-counselors' time, the cumulative record required the largest part, correspondence second, testing third and miscellaneous duties fourth. Recording grades and test scores used up most of the time devoted to the cumulative record. Most of the time for correspondence was taken up by writing letters. Scoring tests was the duty requiring most of the testing time. Of the miscellaneous time, ordering supplies required most of the teacher-counselors' time.

## II. TIME SPENT ON THE VARIOUS GUIDANCE DUTIES IN THE FIVE GENERAL AREAS OF GUIDANCE SERVICES

Individual inventory. Table V shows that counselors and teacher-counselors spent more time on the interview than on any other guidance function. Counselors indicated using

TABLE IV

RANK FREQUENCY OF MAJOR CLERICAL DUTIES PERFORMED  
BY THIRTEEN COUNSELORS AND TWENTY-ONE TEACHER  
COUNSELORS FROM THE 1950-1961 DRAKE MASTER  
OF SCIENCE IN EDUCATION GRADUATING CLASSES  
WITH A MAJOR IN GUIDANCE

| Counselors  | Teacher-Counselors  |
|---|---|
| <p>I. TESTING</p> <ol style="list-style-type: none"> <li>1. Scoring tests</li> <li>2. Recording tests</li> <li>3. Scheduling tests</li> <li>4. Ordering tests</li> </ol>  | <p>I. CUMULATIVE RECORD</p> <ol style="list-style-type: none"> <li>1. Recording information               <ol style="list-style-type: none"> <li>a. grades</li> <li>b. test scores</li> </ol> </li> <li>2. Recording each conference</li> <li>3. Studying cumulative record before each conference</li> </ol> |
| <p>II. CORRESPONDENCE</p> <ol style="list-style-type: none"> <li>1. Writing letters, and references</li> <li>2. Writing letters to parents</li> <li>3. Writing transcripts</li> <li>4. Writing memorandums</li> </ol> | <p>II. CORRESPONDENCE</p> <ol style="list-style-type: none"> <li>1. Writing letters</li> <li>2. Sending out transcripts</li> <li>3. Telephoning for information</li> </ol>  |
| <p>III. CUMULATIVE RECORDS</p> <ol style="list-style-type: none"> <li>1. Keeping records and files</li> <li>2. Writing case histories</li> <li>3. Writing up interviews</li> <li>4. Recording grades</li> </ol>       | <p>III. TESTING</p> <ol style="list-style-type: none"> <li>1. Scoring tests</li> <li>2. Recording test results</li> <li>3. Interpretating test results</li> </ol>   |
| <p>IV. MISCELLANEOUS</p> <ol style="list-style-type: none"> <li>1. Planning four-year programs</li> <li>2. Working with I.B.M. cards</li> <li>3. Figuring class rank; honor roll</li> </ol>                           | <p>IV. MISCELLANEOUS</p> <ol style="list-style-type: none"> <li>1. Ordering supplies</li> <li>2. Scheduling students for classes for the following year</li> <li>3. Obtaining vocational-educational information</li> <li>4. Maintaining vocational file</li> </ol>   |

22.3 per cent, and teacher-counselors 20.2 per cent of their total school time on this technique.

The cumulative record was designated as the second most used counseling tool, with counselors spending 5.7 per cent and teacher-counselors 5.4 per cent of their time on its use weekly.

Four and six-tenths per cent of the total weekly time was spent on achievement tests and on academic tests by counselors. Teacher-counselors indicated spending 4.7 per cent of their total time on achievement tests and 3.3 per cent on academic tests.

Of particular note was the fact that counselors spent no time on sociometric studies; whereas teacher-counselors reported no time spent on periodic health and physical examinations. Autobiographies and health records were checked as having had limited use in the schools by both groups.

Administration of testing program. The testing program is one of major duties performed by guidance personnel. Table VI shows that in the area of testing, counselors and teacher-counselors spent most of their weekly time, 10.3 per cent and 10.4 per cent respectively, interpreting test results to students.

Counselors spent 5.3 per cent of their total time

TABLE V

WEEKLY MEAN PERCENTAGE OF TIME SPENT ON VARIOUS  
GUIDANCE TOOLS BY THIRTEEN COUNSELORS AND  
TWENTY-ONE TEACHER-COUNSELORS FROM THE  
1950-1961 DRAKE MASTER OF SCIENCE IN  
EDUCATION GRADUATING CLASSES WITH  
A MAJOR IN GUIDANCE

| Guidance Tool                                | Mean Percentage of Time |                    |
|--|-------------------------|--------------------|
|  | Counselors              | Teacher-Counselors |
| Helping students understand themselves       |                         |                    |
| 1. Individual inventory                      |                         |                    |
| a. Interviews                                | 22.3                    | 20.2               |
| b. Cumulative records                        | 5.7                     | 5.4                |
| c. Academic aptitude test (intelligence)     | 4.6                     | 3.3                |
| d. Achievement tests                         | 4.6                     | 4.7                |
| e. Interest tests                            | 4.2                     | 4.2                |
| f. Anecdotal record                          | 3.4                     | 2.6                |
| g. Vocational and educational questionnaire  | 2.6                     | 1.9                |
| h. Guidance test summaries                   | 2.3                     | 4.0                |
| i. Teacher ratings (report)                  | 2.3                     | 1.6                |
| j. Reading tests                             | 2.3                     | 2.6                |
| k. Personality tests of program check lists  | 2.3                     | 2.3                |
| l. Personal data blank or questionnaire      | 1.1                     | 2.3                |
| m. Periodic health and physical examinations | 1.1                     | 0.0                |
| n. Autobiographies                           | 1.1                     | 0.9                |
| o. Health records                            | 1.1                     | 1.1                |
| p. Sociometric studies                       | 0.0                     | 0.2                |
| q. Other                                     |                         |                    |
| Vocational aptitude test                     | 5.0                     |                    |

TABLE VI

WEEKLY MEAN PERCENTAGE OF TIME SPENT ON VARIOUS  
GUIDANCE DUTIES BY THIRTEEN COUNSELORS AND  
TWENTY-ONE TEACHER-COUNSELORS FROM THE  
1950-1961 DRAKE MASTER OF SCIENCE IN  
EDUCATION GRADUATING CLASSES WITH  
A MAJOR IN GUIDANCE

| Guidance Duty  | Mean Percentage of Time |                    |
|--|-------------------------|--------------------|
|  | Counselors              | Teacher-Counselors |
| 2. Testing   |                         |                    |
| a. Interpret tests to students                             | 10.3                    | 10.4               |
| b. Score tests   | 5.3                     | 2.6                |
| c. Interpret tests to parents                              | 5.0                     | 4.0                |
| d. Interpret tests to teachers                             | 4.6                     | 3.3                |
| e. Record test data  | 4.2                     | 2.6                |
| f. Administer group tests                                  | 3.4                     | 4.5                |
| g. Administer individual tests                             | 3.0                     | 2.3                |
| h. Arrange a testing schedule                              | 1.9                     | 3.0                |
| i. Select tests  | 1.9                     | 1.1                |
| 3. Articulation-Orientation                                |                         |                    |
| a. Assist new pupils in arranging a schedule               | 9.6                     | 3.5                |
| b. Give pertinent information about new pupils to teachers | 3.8                     | 2.8                |
| c. Orientation programs for new pupils to high school      | 2.6                     | 2.6                |
| d. Supply copies of handbooks for orientation              | 2.3                     | 1.4                |
| e. Visit feeder schools                                    | 1.5                     | 1.4                |
| f. Arrange a visiting day                                  | 0.3                     | 0.9                |
| Helping students understand socio-economic information     |                         |                    |
| 1. Informational services                                  |                         |                    |
| a. Use occupational-educational information                | 8.0                     | 5.7                |

TABLE VI (Continued)

| Guidance Duty   | Mean Percentage of Time |                    |
|---|-------------------------|--------------------|
|   | Counselors              | Teacher-Counselors |
| b. Order occupational-educational information                 | 5.0                     | 2.3                |
| c. Organize and evaluate occupational-educational information | 5.0                     | 3.5                |
| d. Teach class in occupations                                 | 0.3                     | 1.9                |
| 2. Group guidance activities                                  |                         |                    |
| a. High school program planning                               | 9.2                     | 9.2                |
| b. College planning   | 6.6                     | 5.2                |
| c. Career planning  | 5.0                     | 5.9                |
| d. Test interpretation  | 4.2                     | 5.2                |
| e. Discussions concerning social and school problems          | 3.4                     | 7.3                |
| f. Advise pupils on matters of conduct                        | 3.0                     | 6.1                |
| g. Scholarship testing  | 3.0                     | 3.5                |
| The counseling interview                                      |                         |                    |
| 1. Preparation for interview                                  |                         |                    |
| a. Gather information from teachers; class visits             | 8.8                     | 6.1                |
| b. Check cumulative records                                   | 8.4                     | 6.4                |
| c. Telephone for information                                  | 5.3                     | 5.7                |
| d. Home visits  | 2.6                     | 2.1                |
| 2. Student Interview-Educational                              |                         |                    |
| a. Appraisal of abilities and interests                       | 9.6                     | 8.3                |
| b. Discuss program changes and assignment cards               | 8.8                     | 9.0                |
| c. Post high school educational planning                      | 7.3                     | 6.6                |
| d. Non-college information                                    | 6.5                     | 5.9                |
| e. College information  | 6.1                     | 6.4                |
| f. Scholarship information                                    | 6.1                     | 5.2                |
| g. Check credits for high school graduation                   | 4.4                     | 5.0                |

TABLE VI (Continued)

| Guidance Duty  | Mean Percentage of Time |                    |
|--|-------------------------|--------------------|
|  | Counselors              | Teacher-Counselors |
| 3. Occupational                                      |                         |                    |
| a. Vocational planning                               | 8.8                     | 10.9               |
| b. Employment information                            | 6.5                     | 6.9                |
| c. Other   |                         |                    |
| Armed service  | 5.0                     |                    |
| 4. Personal  |                         |                    |
| a. Academic problems                                 | 10.0                    | 7.3                |
| b. Ineffective study habits                          | 9.2                     | 5.2                |
| c. Discipline problems                               | 7.6                     | 5.2                |
| d. Development of special abilities                  | 6.9                     | 3.3                |
| e. Irregular attendance                              | 5.0                     | 4.7                |
| f. Drop-outs and transfers                           | 5.0                     | 3.8                |
| g. Boy-girl relationships                            | 4.4                     | 4.5                |
| h. Potential drop-out                                | 4.4                     | 4.0                |
| i. Financial problems                                | 3.4                     | 2.1                |
| j. Truancy   | 3.4                     | 3.5                |
| k. Health problems                                   | 2.6                     | 2.1                |
| l. Personal grooming                                 | 2.6                     | 3.3                |
| m. Correction of disability                          | 2.3                     | 2.1                |
| n. Marriage problems                                 | 1.1                     | 1.4                |
| o. Other   |                         |                    |
| Racial adjustment                                    | 5.0                     |                    |
| 5. Parent counseling                                 |                         |                    |
| a. Test interpretation                               | 8.8                     | 7.0                |
| b. Discuss educational-vocational plans for students | 7.6                     | 4.7                |
| c. Parent-student relations                          | 6.9                     | 6.4                |
| d. Student-teacher relations                         | 6.5                     | 6.4                |
| e. Discuss student transfers and drop-outs           | 5.0                     | 3.4                |
| f. Discuss student employment                        | 5.0                     | 2.6                |
| g. Boy-girl relationships                            | 4.2                     | 3.8                |
| h. Student marriages                                 | 1.5                     | 1.4                |



TABLE VI (Continued)

| Guidance Duty  | Mean Percentage of Time |                    |
|--|-------------------------|--------------------|
|  | Counselors              | Teacher-Counselors |
| Educational and Occupational Placement               |                         |                    |
| a. Write letters of recommendations                  | 6.9                     | 5.4                |
| b. Look up school record of individual pupils        | 6.1                     | 5.0                |
| c. Arrange for scholarship                           | 5.0                     | 1.9                |
| d. Advise pupils regarding specific jobs             | 4.4                     | 5.0                |
| e. Help students get after school or Saturday work   | 3.0                     | 2.1                |
| f. Receive calls from employers                      | 3.0                     | 1.6                |
| g. Select and refer pupils for jobs                  | 2.6                     | 1.9                |
| h. Assist graduates in finding full-time work        | 2.3                     | 1.4                |
| i. Post bulletins listing various jobs               | 1.5                     | 1.6                |
| j. Survey of local job opportunities                 | 1.1                     | 0.9                |
| k. Supply work certificates                          | 0.7                     | 0.2                |
| l. Arrange cooperative work-study plan               | 0.7                     | 1.6                |
| Follow-up and Research                               |                         |                    |
| 1. Follow-up within building                         |                         |                    |
| a. Personal examinations of student records          | 11.9                    | 5.2                |
| b. Confer with teachers                              | 9.2                     | 5.7                |
| c. Confer with students                              | 9.2                     | 6.6                |
| d. Confer with counselors                            | 6.1                     | 5.7                |
| 2. Follow-up students that have left school          |                         |                    |
| a. Confer informally with graduates who visit school | 7.3                     | 2.8                |

TABLE VI (Continued)

| Guidance Duty  | Mean Percentage of Time |                    |
|--|-------------------------|--------------------|
|  | Counselors              | Teacher-Counselors |
| b. Formal studies of selected groups                                 | 3.4                     | 1.2                |
| c. Other Confer with parents   | 30.0                    |                    |
| 3. Research  |                         |                    |
| a. Read current guidance literature                                  | 9.2                     | 6.9                |
| b. Prepare new guidance activities                                   | 5.0                     | 4.5                |
| c. Professional contacts with physical and mental health authorities | 4.4                     | 3.5                |
| d. Other Professional guidance societies                             | 4.2                     |                    |
| 4. Community Activities  |                         |                    |
| a. Speak to community groups about guidance                          | 7.6                     | 1.6                |
| b. Work with various social and welfare agencies                     | 4.2                     | 2.1                |
| c. Compose news releases about guidance                              | 2.6                     | 0.2                |
| d. Television and radio appearances                                  | 1.5                     | 0.0                |

scoring tests, whereas teacher-counselors spent 2.6 per cent. Arranging a test schedule and administration of individual tests required an average of approximately 2.0 and 3.0 per cent of total time weekly by both groups. The selection of tests was marked as the least performed duty in the area of

testing, counselors averaging 1.9 per cent and teacher-counselors, only 1.1 per cent of their total weekly time.

Articulation-orientation. The most performed duty for both groups in the area of articulation and orientation was assisting new pupils in arranging a schedule. Counselors gave 9.6 per cent and teacher-counselors 3.5 per cent of their weekly time to this activity.

Counselors spent 3.8 per cent and teacher-counselors 2.8 per cent of their total time giving pertinent information about new pupils to teachers. Arrangements for a visiting day were indicated as being the least performed duties by counselors and teacher-counselors in this area. The weekly mean range given to this duty was 0.3 per cent to 0.9 per cent.

Informational services. Use of occupational and educational information was reported as requiring 5.7 per cent of total weekly time, and as being the most performed informational service by the teacher-counselors. Counselors revealed that 5.0 per cent of their time was spent in ordering, organizing, and evaluating occupational and educational information.

Teacher-counselors and counselors ranked teaching a class in occupations as the least performed method of

providing informational services for their students. Of their total time, teacher-counselors spent 1.9 per cent and counselors 0.3 per cent on this activity.

Group guidance activities. The most frequent group guidance activity as stated by the two groups was high school program planning. On this guidance procedure, counselors and teacher-counselors reported spending 9.2 per cent of their total weekly time.

In discussions which concerned social and school problems, teacher-counselors spent 7.3 per cent and counselors 3.4 per cent of their weekly time. Counselors indicated spending more time with group college planning, whereas teacher-counselors spent the greater proportion of time on group career planning.

Counselors and teacher-counselors reported test interpretation as being of approximately equal importance to each group. Scholarship testing was ranked as the least performed group guidance activity by both groups.

Preparation for interview. Eight and eight-tenths per cent of total weekly time was spent by counselors gathering information from teachers and class visits. Teacher-counselors spent 6.4 per cent of their total time on cumulative records as their chief preparation for interview.

Telephoning for information was reported by both groups as requiring approximately 5.5 per cent of their total time. Both groups indicated home visits as the least used method of preparation for interview.

Student interview-educational. On the basis of the total time for the educational interview, appraisal of abilities and interests and discussion of program changes and assignment cards were given the most time by counselors and teacher-counselors. Post high-school educational planning required 6.6 per cent of total time of teacher-counselors and 7.3 per cent of total time of counselors.

Amount of the total time required for scholarship information, college information and non-college information by both counselors and teacher-counselors ranged from 5.2 per cent to 6.5 per cent. Checking credits for high-school graduation took 4.4 per cent of the total time of counselors, 5.0 per cent of the total time of teacher-counselors.

Occupational. Vocational planning is another major phase of guidance. This was confirmed by the high per cent of interview time given to it. Teacher-counselors spent 11.8 per cent of total time on vocational planning; counselors 8.8 per cent.

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The disseminating of other employment information to students required nearly 7.0 per cent of the total time of counselors and teacher-counselors. One counselor reported spending 5.0 per cent of his time discussing the armed forces with students.

Personal. Of some interest is the fact that the highest ranked area in personal counseling was the discussion of academic problems, followed closely by discussions concerning ineffective study habits. Of total time counselors spent 10.0 per cent and teacher-counselors 7.3 per cent on matters related to academic problems. Discussion of ineffective study habits required 9.2 per cent of counselors' and 5.2 per cent of teacher-counselors' time.

Discipline problems took 7.6 per cent of counselors' and 5.2 per cent of teacher-counselors' time. Irregular attendance, potential drop-out and truancy took an average of nearly 3.0 to 5.0 per cent of the counselors' and teacher-counselors' total time.

Four and one-half per cent of total time was the approximate amount spent by both counselors and teacher-counselors on boy-girl relationships, with marriage problems, discussed the least by students and requiring the least time. Table VI presents this information.

Parent counseling. The importance of testing in guidance is further denoted by the amount of time spent by counselors and teacher-counselors, 8.8 per cent and 7.0 per cent respectively, interpreting test results to parents.

Conferences concerning student-teacher and parent-student relations took 6.4 per cent of teacher-counselor, and 6.9 per cent of counselor time.

It was significant that parents were concerned enough to be involved in educational and occupational planning for their children. Counselors spent 7.6 per cent and teacher-counselors 4.7 per cent of total time on these conferences and 5.0 and 3.0 per cent, respectively, on meetings related to student employment, transfer, and drop-out.

Parental discussions concerning student marriages required little of the respondents' time.

Educational and occupational placement. Duties related to occupational placement were given the least amount of time by the respondents. Table VI, page 31, shows that most duties in this area required less than 5.0 per cent weekly time of the counselors and teacher-counselors.

Writing letters of recommendations required substantial amounts of time, 6.9 per cent reported by counselors and 5.4 per cent by teacher-counselors. Looking up the school record

of individual pupils and advising pupils regarding specific jobs required 6.1 and 5.5 per cent of total time respectively by counselors, 5.0 per cent for each by teacher-counselor.

Less than 2.0 per cent of total time was given by respondents to making arrangements for a cooperative work-study plan. Supplying work certificates was the least frequently performed duty, requiring less than 1.0 per cent of total time by counselors and teacher-counselors.

Follow-up within building. Of the various follow-up techniques, personal examination of student records was ranked by counselors as the most performed method of follow-up within the building. Counselors devoted 11.9 per cent, teacher-counselors only 5.2 per cent of their total time to this activity.

Conferences with students and teachers were mentioned as other frequent follow-up procedures; counselors spent 9.2 per cent of total time on both. For teacher-counselors, however, the most performed method of follow-up was conferring with students.

By both counselors and teacher-counselors, the least used follow-up method within the school building proper was the holding of conferences with other counselors.



Follow-up of students that have left school. Regarding students that have left school, the most frequently used follow-up method was to confer informally with graduates visiting the school. Counselors reported spending 7.3 per cent and teacher-counselors 2.8 per cent of total time on this follow-up technique.

Formal studies of selected groups required a low percentage of total time, teacher-counselors reporting 1.2 per cent and counselors 3.4 per cent thus spent. Table VI, page 31, shows that one counselor reported conferring with parents as a method used to obtain follow-up information on students.

Research. Nine and two-tenths per cent of the counselors' time was spent in reading current guidance literature, the most performed research method for counselors and teacher-counselors.

Preparation of new guidance activities required 4.5 per cent of teacher-counselor and 5.0 of counselor time. Research from professional guidance societies and speakers on guidance and counseling were other methods of obtaining information reported by respondents.

Community activities. Most of the counselors' time in community activities was accounted for in speaking to community groups about guidance. Counselors stated 7.6 per

cent and teacher-counselors only 1.6 per cent of their time was devoted to this function.

Preparing speeches and composing news releases about guidance services required 7.1 per cent of teacher-counselors' time and slightly more than 2.0 per cent of counselors' time. Counselors reported spending at least 4.0 per cent of their time working with various social and welfare agencies.

Television and radio appearances were rare. Counselors spent 1.5 per cent of their time on this activity; teacher-counselors made no appearances.

### III. RESPONDENTS' PERSONAL OPINIONS OF THE DRAKE MASTER OF SCIENCE IN EDUCATION GUIDANCE PROGRAM

The following data show the opinions concerning the Drake Master of Science in Education Guidance Program as reported by those responding to this part of the questionnaire. Included in these respondents are those not working in guidance as well as counselors and teacher-counselors.

Pupil appraisal. Fifty respondents expressed their opinion of the Drake pupil appraisal program. Twenty-nine respondents indicated that the pupil appraisal program had given them enough preparation to meet the varied situations

which occurred in meeting requirements for their current job.

Of the other twenty-one respondents, nineteen stated personal suggestions for improvement of the program; whereas two declared they lacked necessary qualifications for passing judgment on the program.

Twelve respondents recommended improvements for the course in testing. Suggested improvements by this group were more detailed test interpretation and more practical work in the administration of tests, particularly individual tests. These graduates also felt that greater emphasis should be placed on what the various tests measure, and how to select tests and interpret scores. This group also expressed a need for more thorough experience with actual tests and test scoring. Two of the twelve respondents asserted the need for a course in individual mental testing. One suggested that the course be made a requirement; the other recommended adding the course to the program.

In regard to the pupil appraisal techniques, five respondents wanted more practice and training, and three of the five respondents suggested more actual discussions of case histories.

Occupational and educational information. Thirty, or approximately 75 per cent, of the forty-three respondents

to this portion of the questionnaire felt adequately prepared in this area. Concerning preparation nine said "excellent", four "good", and four "adequate".

Two respondents stated they lacked the qualifications to pass judgment on this area and two called the program concerning occupational and educational information "poor". Nine other respondents made recommendations for improvement of the occupational and educational information program.

The consensus of six respondents was that more information could be given on technical schools, on unskilled occupations, and on industrial automation. Suggested also was more information on vocational planning for the small community, and more on student loans for further education. Three respondents reported enjoying the industrial trips, and one suggested more future visits for guidance candidates.

One respondent declared that more occupational and educational information should apply to the elementary level; and another proposed less time spent on the Dictionary of Occupational Titles and more time devoted to other forms of occupational information. One respondent stated the regular faculty rather than a visiting professor, should teach the course in the summer.

Counseling. Twenty-one of fifty-three respondents

stated the counseling program had prepared them satisfactorily for their job.

Major recommended improvement, expressed by fourteen respondents, was that a real supervised practicum was needed. One of the fourteen respondents, a counselor, stated the tape recorder was helpful but a practicum would be best.

In the same trend, seven respondents said guidance candidates should have more counseling practice and observation of good counseling technique.

One graduate emphasized the need for creating a classroom situation with a qualified counselor represented with hypothetical situations, and the counselor presenting various ways to handle the situations. Another graduate wanted school situations discussed by a panel of qualified counselors.

A teacher-counselor indicated the need for a student counseling program similar to student teaching. A handicap was felt by one graduate because of little training in the area of personal problems. One teacher-counselor revealed that the "spiritual needs" of man needed to be stressed in the counseling philosophy. Another wanted more clinical methods applied in counseling. One graduate declared that more information was needed on elementary guidance and counseling.

One counselor felt the counseling area was not emphasized

when he was at Drake, and two respondents stated they were not qualified to pass judgment on this phase of the program.

Group guidance. It is significant that nineteen respondents felt the area of group guidance was not adequately covered. "Need a more detailed group guidance program" and "Would have liked more in this area", were the most frequent reasons given by the respondents, indicating more work was definitely needed in this area. Twelve respondents, indicating more work was definitely needed in this area. Twelve respondents stated the area of group guidance had been adequately covered.

Individual proposals for improvement of the group guidance program were more supervised practice, more demonstrations of group guidance and more actual work in planning a group guidance program; respondents felt these specific areas should be discussed in group guidance classes. One respondent wanted more panel discussion groups working together on major educational issues. A practicum for group guidance was suggested by one graduate.

One respondent suggested that remedial reading and study skill courses be added to the curriculum in this area. Another recommended a course called "Group Process and Discussion Leadership". Still another respondent stated that

more material should be available and required on the area of mental health.

Two graduates did not feel adequately qualified to answer the question.

Research. Of particular interest in this area, twenty-eight of forty-four respondents specified that the Drake research program was in general worthwhile.

Two respondents felt unqualified to judge this area. One respondent stated that the Drake research program was poor; and another respondent had no particular comment to make on this phase of the guidance program.

Of the suggested proposals for improvement, three respondents, two counselors and one teacher-counselor, recommended that a course was needed in statistics and basic research methods.

It should be noted that two graduates commented about the Drake Library. One respondent said reference books in the library were scanty; and another respondent asked that a guidance section be added to the library stacks.

Two graduates had varied opinions on the required field report. One suggested the field report be eliminated and a more practical laboratory course be offered instead; another stated that the field report was good discipline and that

Drake should continue with the field report. One graduate felt that more time should be spent working with the advisor on the research problem.

Miscellaneous. Fifty-four graduates responded to this general category, and sixteen indicated that, in general, the Drake Guidance Program was adequate and worthwhile. Four stated specifically that the program was thorough and sufficient for full-time counseling. It was interesting to note that these respondents were not teacher-counselors nor counselors.

Two respondents stated they used the knowledge obtained from the Drake Master of Science in Education Guidance Program in other areas. One graduate asserted that the program was helpful to him in the personnel field.

Other specifically stated instances of the Drake Guidance Program being helpful were in classroom management, in teaching, and in shaping the respondents' educational philosophy.

Constructive proposals were offered. Four respondents indicated the need for more hours in psychology; and one of these four also reported a need for more sociology courses. Two respondents emphasized the need for courses in individual mental testing.



Additional recommendations were that: (1) at least twenty-five interviews and case studies should be done by the candidate during the program; (2) there should be more demonstrations, more supervised practice and the candidate required to build a professional list of guidance books; (3) an internship is needed; (4) the student needs to know more about state and county agencies for needy children; (5) the student needs work on how to set up a guidance program, which group tests are best, and more information on senior college tests; (6) Drake should take advantage of the guidance and counseling staff of the Des Moines Schools by having them meet guidance candidates and perform in-service training in the public schools; (7) Drake should be selective and turn out good counselors.

Guidance duties performed most and least frequently.

Table VII lists the most and least frequently performed guidance duties by counselors and Table VIII presents the same data for teacher-counselors. The guidance duties were tabulated on the basis of the average percentage of time spent by each group.

TABLE VII

GUIDANCE DUTIES PERFORMED THE MOST AND LEAST  
FREQUENTLY BY THIRTEEN COUNSELORS FROM THE  
1950-1961 DRAKE MASTER OF SCIENCE IN  
EDUCATION GRADUATING CLASSES WITH  
A MAJOR IN GUIDANCE

| Duties Performed Most Frequently                           | Weekly Mean Percentage<br>of Time |
|--|-----------------------------------|
| Interviews   | 22.3                              |
| Personal examination of records                            | 11.9                              |
| Interpret tests to students as part<br>of testing program  | 10.3                              |
| Discuss academic problems in personal<br>counseling        | 10.0                              |
| Assist new pupils in arranging a sched-<br>ule             | 9.6                               |
| Appraisal of abilities and interests                       | 9.6                               |
| Read current guidance literature                           | 9.2                               |
| Confer with teachers as part of follow-up                  | 9.2                               |
| Confer with students as part of follow-up                  | 9.2                               |
| Discuss ineffective study habits in<br>personal counseling | 9.2                               |
| High school program planning                               | 9.2                               |
| Gather information from teachers;<br>class visits          | 8.8                               |
| Vocational planning  | 8.8                               |
| Test interpretation to parents                             | 8.8                               |
| Discuss program changes and assignment<br>cards            | 8.8                               |
| Check cumulative records                                   | 8.4                               |
| Use occupational and educational<br>information            | 8.0                               |
| Duties Performed Least Frequently                          |                                   |
| Sociometric studies  | 0.0                               |
| Arrange a visiting day                                     | 0.3                               |
| Teach class in occupations                                 | 0.3                               |
| Supply work certificates                                   | 0.7                               |
| Arrange cooperative work-study plan                        | 0.7                               |
| Health records   | 1.1                               |
| Survey of local job opportunities                          | 1.1                               |

TABLE VII (Continued)

| Duties Performed Least Frequently              | Weekly Mean Percentage<br>of Time |
|--|-----------------------------------|
| Discuss marriage problems with<br>students     | 1.1                               |
| Personal data blank or questionnaire           | 1.1                               |
| Periodic health and physical examina-<br>tions | 1.1                               |
| Autobiographies                                | 1.1                               |
| Discuss student marriages with parents         | 1.5                               |
| Post bulletins listing various jobs            | 1.5                               |
| Television and radio appearances               | 1.5                               |
| Visit feeder schools                           | 1.5                               |

TABLE VIII

GUIDANCE DUTIES PERFORMED THE MOST AND LEAST  
FREQUENTLY BY TWENTY-ONE TEACHER-COUNSELORS  
FROM THE 1950-1961 DRAKE MASTER OF SCIENCE  
IN EDUCATION GRADUATING CLASSES WITH  
A MAJOR IN GUIDANCE

| Duties Performed Most Frequently                          | Weekly Mean Percentage<br>of Time |
|---|-----------------------------------|
| Interviews  | 20.2                              |
| Vocational Planning                                       | 10.9                              |
| Interpret tests to students as part<br>of testing program | 10.4                              |
| High school program planning                              | 9.2                               |
| Discuss program changes and assignment<br>cards           | 9.0                               |
| Appraisal of abilities and interests                      | 8.3                               |
| Discuss academic problems in personal<br>counseling       | 7.3                               |
| Discussions concerning social and<br>school problems      | 7.3                               |
| Test interpretation to parents                            | 7.0                               |
| Employment information                                    | 6.9                               |

TABLE VIII (Continued)

| Duties Performed Most Frequently                    | Weekly Mean Percentage<br>of Time |
|---|-----------------------------------|
| Read current guidance literature                    | 6.9                               |
| Confer with students as part of<br>follow-up        | 6.6                               |
| Post high school educational<br>planning            | 6.6                               |
| College information                                 | 6.4                               |
| Check cumulative records                            | 6.4                               |
| Student-teacher relations                           | 6.4                               |
| Parent student relations                            | 6.4                               |
| Advise pupils on matters of conduct                 | 6.1                               |
| Gather information from teachers;<br>class visits   | 6.1                               |
| Duties Performed Least Frequently                   |                                   |
| Periodic health and physical examina-<br>tions      | 0.0                               |
| Television and radio appearances                    | 0.0                               |
| Compose news releases about guidance<br>services    | 0.2                               |
| Sociometric studies                                 | 0.2                               |
| Supply work certificates                            | 0.2                               |
| Autobiographies                                     | 0.9                               |
| Arrange a visiting day                              | 0.9                               |
| Survey of local job opportunities                   | 0.9                               |
| Prepare speeches                                    | 1.1                               |
| Select tests  | 1.1                               |
| Health records                                      | 1.1                               |
| Formal studies of selected groups                   | 1.2                               |
| Discuss student marriages with parents              | 1.4                               |
| Assist graduates in finding full-time<br>work       | 1.4                               |
| Discuss marriage problems in personal<br>counseling | 1.4                               |
| Visit feeder schools                                | 1.4                               |
| Supply copies of handbooks for<br>orientation       | 1.4                               |

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

The purpose of this study was (1) to determine the nature of the jobs held by the 1950-1961 Drake University Master of Science in Education Graduates with a major in guidance who were employed in the public schools; (2) to determine specifically the details of each subject's job in the five basic areas of guidance services; (a) helping students understand themselves; (b) helping students understand socio-economic information; (c) counseling; (d) placement and (3) follow-up and research; (3) to find the percentage of time devoted to various aspects of the job, particularly to each guidance service, per week; (4) to obtain the opinions of the graduates concerning the relevancy of their Graduate Guidance Program as preparation for their current jobs; and (5) to recommend changes in this program, if indicated by the results of the study.

The first phase of this study was a review of the available literature pertaining to duties assigned and time spent by counselors in guidance services. After the review, a questionnaire was prepared. The questionnaire contained

three major parts. In the first part, the graduates were asked to state their job functions in the school systems. In the second part, the graduates were asked to state the percent ages of time devoted to the various guidance duties, and in the third part, the graduates stated their personal opinions as to the relevancy of the Drake Guidance Program to their current job functions.

A listing of the 1950-1961 Drake Master of Science in Education Graduates with a major in guidance was obtained from the Drake Graduate Office. The latest available address of each graduate was obtained from the Drake Alumni Office.

The Drake Graduate Office records listed the names of 186 graduates with a major in guidance from 1950-1961. Of this number, 145 graduates were located. The questionnaire, a letter explaining the purpose of the study, and a stamped envelope for reply were sent to each graduate.

A follow-up card was sent to each graduate who had not responded at the end of fifteen days.

By the date established for undertaking statistical work on the study, 108 graduates, or 74 per cent of the original sample, had responded. Of the 108 respondents, eighty-three were engaged in school work at the time of the study. In accordance with the investigator's letter, the

questionnaires were not signed. When it became apparent that 108 questionnaires would constitute the final sample, the questionnaires were tabulated and analyzed.

## II. CONCLUSIONS

The data obtained in this study form the basis for the following conclusions:

1. Most of the 1950-1961 Drake Master of Science Guidance Graduates were not employed in the counseling profession.
2. The interview was the method most frequently used to obtain information about the students.
3. Interpretation of tests to students and parents was the major duty performed in the area of testing.
4. High school program planning was the most common group guidance activity.
5. Academic problems and ineffective study habits were the major personal counseling problems of the students.
6. In general, placement was given little time by any of the respondents.
7. Most graduates thought the occupational and educational informational program the best covered area of preparation in the Drake M.S.E. program in guidance.

8. A large number of graduates stated that Drake needed a practicum in the area of counseling.
9. Almost half of the respondents stated that the Drake program needed improvement in the area of preparation for group guidance activities.

### III. RECOMMENDATIONS

The following recommendations made to improve the Drake Program seem warranted by the data obtained in this study.

1. A supervised counseling practicum should be added to the Drake Master of Science Guidance Program.
2. Courses should be added to the Drake group guidance area of preparation. Remedial reading, study skill methods and group interpretation of tests are recommended areas to be included in this area.
3. A more detailed pupil appraisal program should be devised to give additional practice and training in pupil appraisal techniques. The course in testing should include more detailed test interpretation and more practical work in administering, scoring, and using the various tests employed in the secondary schools.
4. A greater stress should be placed on occupational information related to technical schools, unskilled



occupational areas and industrial automation.

The business and industrial trips should be continued and more added, if possible.

5. A course in statistics should be required, and individual mental testing should be recommended to the Drake Master of Science guidance candidates as a beneficial and worthwhile elective.

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## BIBLIOGRAPHY

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## APPENDIX

## APPENDIX A

### REPRODUCTION OF THE QUESTIONNAIRE SENT TO THE GRADUATES

Dear \_\_\_\_\_:

The time table printed below is a guide for you in determining the percentage of time devoted to your various duties. It breaks down the percentage of time per week into hours as an aid in filling out the questionnaire.

In this manner, duties which are done only several days each year can be figured on a weekly basis. It is realized that the percentages will only be approximate, but please estimate them to the best of your ability.

Thank you for your cooperation and assistance in filling out the questionnaire.

Sincerely yours,

Marion Romitti

#### TIME TABLE

| HOURS PER WEEK | 40    | 45    | 50    | 55    |
|----------------|-------|-------|-------|-------|
| PERCENTAGE     | Hours | Hours | Hours | Hours |
| 5%             | 2.0   | 2.25  | 2.5   | 2.75  |
| 10%            | 4.0   | 4.50  | 5.0   | 5.50  |
| 15%            | 6.0   | 6.75  | 7.5   | 8.25  |
| 20%            | 8.0   | 9.00  | 10.0  | 11.00 |
| 25%            | 10.0  | 11.25 | 12.5  | 13.75 |
| 30%            | 12.0  | 13.50 | 15.0  | 16.50 |
| 35%            | 14.0  | 15.75 | 17.5  | 19.25 |
| 40%            | 16.0  | 18.00 | 20.0  | 22.00 |
| 45%            | 18.0  | 20.25 | 22.5  | 24.75 |
| 50%            | 20.0  | 22.50 | 25.0  | 27.50 |

## APPENDIX B

REPRODUCTION OF THE COVER LETTER ACCOMPANYING  
THE QUESTIONNAIRE

April 3, 1962  
Bussey, Iowa

Dear Drake Graduate:

My name is Marion Romitti, a candidate for the Master of Science Degree in Education at Drake University. I have the approval and cooperation of Dr. Tiedeman to conduct a survey to determine the nature of your job, and particularly the amount of time spent by you on the various Guidance duties. You are also asked to make your own personal evaluation of the Drake MSE Guidance Program in relation to your present job and offer suggestions for its improvement.

Since the success of the survey depends entirely upon your cooperation, will you kindly complete the enclosed questionnaire and return it at your earliest convenience. A stamped self-addressed envelope is provided for this purpose.

It is realized that you are extremely busy with your duties, but the questionnaire is so arranged that it will take only a few minutes of your time. We assure you that persons or schools participating in this study will not be identified in the final results.

Your cooperation in this study is appreciated.

Sincerely yours,

Marion Romitti

**QUESTIONNAIRE FOR THE 1950-1961 DRAKE MSE GUIDANCE GRADUATES**

In what position are you presently employed? (Check answers which apply)

Full Time Counselor; Teacher-Counselor; Teacher; Other  
 High School Jr-High School Elementary School

Number of years teaching experience \_\_\_\_\_; counseling experience \_\_\_\_\_;  
 Average number of hours spent on your job per day \_\_\_\_\_; per week \_\_\_\_\_;  
 Average number of hours spent on guidance and counseling per day \_\_\_\_\_;  
 per week \_\_\_\_\_

TOTAL NUMBER OF RESPONDENTS: COUNSELORS: 13 TEACHER COUNSELORS: 21 ALL-67  
 1. GENERAL ASSIGNED DUTIES STATE EXACT AMOUNT OF TIME SPENT ON EACH DUTY.

|                                      | COUNSELORS<br>No. of Periods | TEACHER-COUNSELORS<br>Length in Minutes | Days per week |
|--------------------------------------|------------------------------|---|---------------|
| a. Subjects taught (list)            | 1                            | 10 Min.                                 |               |
|                                      |                              | Min.                                    |               |
|                                      |                              | Min.                                    |               |
| b. Guidance class                    | 4                            | 2 Min.                                  |               |
| c. Preparation period                | 0                            | 3 Min.                                  |               |
| d. Detention period                  | 0                            | 0 Min.                                  |               |
| e. Homeroom                          | 1                            | 7 Min.                                  |               |
| f. Lunch period                      | 0                            | 0 Min.                                  |               |
| g. Counseling                        | 7                            | 18 Min.                                 |               |
| h. Assigned daily supervision (list) | 5                            | 8 Min.                                  |               |
|                                      |                              | Min.                                    |               |
|                                      |                              | Min.                                    |               |
| i. Other assigned duties (list)      | 4                            | 8 Min.                                  |               |
|                                      |                              | Min.                                    |               |
|                                      |                              | Min.                                    |               |

CIRCLE APPROXIMATE PERCENTAGE OF TIME SPENT ON EACH DUTY PER WEEK. IF YOU DO NOT PERFORM A DUTY CIRCLE THE 0 COLUMN. IF DUTY OCCUPIES OVER 50% OF YOUR TIME STATE THE % IN THE BLANK.

|   | COUNSELORS                             | TEACHER-COUNSELORS |
|---|--|--------------------|
| 2. ADMINISTRATIVE DUTIES (include attendance) | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 3. DISCIPLINE                                 | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 4. REGISTRATION AND SCHEDULING                | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 5. CLERICAL DUTIES-NON-GUIDANCE               | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 6. ADDITIONAL DUTIES-NON GUIDANCE             | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 7. GUIDANCE AND COUNSELING                    | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |
| 8. CLERICAL DUTIES-GUIDANCE                   | 13 0 5 10 15 20 25 30 35 40 45 50 21 % |                    |

LIST YOUR MAJOR DUTIES IN AREA NO. 8 AND STATE THE APPROXIMATE PERCENTAGE OF TIME SPENT ON EACH DUTY.

COUNSELORS 13 TEACHER-COUNSELORS 21 %  
 \_\_\_\_\_ %  
 \_\_\_\_\_ %



Page 2

DIRECTIONS: CHECK ☒ APPROXIMATE PERCENTAGE OF TIME SPENT ON EACH DUTY PER WEEK. IF DUTY IS NOT PERFORMED CHECK THE 0 COLUMN. IF DUTY OCCUPIES OVER 50% OF YOUR TIME STATE THE % IN THE BLANK.

ON ITEMS IN GROUP # 1 CHECK ☒ APPROXIMATE PERCENTAGE OF TIME YOU SPEND PER WEEK ON EACH OF THE FOLLOWING ITEMS:

| PER WEEK ON EACH OF THE FOLLOWING ITEMS:                   |  |  |  | NUMBER |     |     | PERCENTAGE |     |     |    |    |    |    |    |         |
|--|--|--|--|--------|-----|-----|------------|-----|-----|----|----|----|----|----|---------|
|  |  |  |  | C      | T-C | All | C          | T-C | All |    |    |    |    |    |         |
| <b>I. HELPING STUDENTS UNDERSTAND THEMSELVES</b>           |  |  |  |        |     |     |            |     |     |    |    |    |    |    |         |
| <b>1. INDIVIDUAL INVENTORY</b>                             |  |  |  | 0      | 5   | 10  | 15         | 20  | 25  | 30 | 35 | 40 | 45 | 50 | STATE % |
| a. Personal data blank or questionnaire                    |  |  |  |        |     | 11  |            | 18  |     | 37 |    | 84 |    | 85 | 55      |
| b. Academic aptitude test (intelligence)                   |  |  |  |        |     | 11  |            | 19  |     | 44 |    | 84 |    | 90 | 65      |
| c. Personality tests or program check lists                |  |  |  |        |     | 11  |            | 19  |     | 39 |    | 84 |    | 90 | 58      |
| d. Periodic health and physical examinations               |  |  |  |        |     | 11  |            | 17  |     | 36 |    | 84 |    | 80 | 53      |
| e. Autobiographies   |  |  |  |        |     | 11  |            | 17  |     | 34 |    | 84 |    | 80 | 50      |
| f. Reading tests   |  |  |  |        |     | 11  |            | 19  |     | 42 |    | 84 |    | 90 | 62      |
| g. Interviews  |  |  |  |        |     | 11  |            | 19  |     | 44 |    | 84 |    | 90 | 65      |
| h. Sociometric studies                                     |  |  |  |        |     | 11  |            | 17  |     | 32 |    | 84 |    | 80 | 47      |
| i. Teacher ratings (reports)                               |  |  |  |        |     | 11  |            | 19  |     | 40 |    | 84 |    | 90 | 59      |
| j. Anecdotal records                                       |  |  |  |        |     | 11  |            | 18  |     | 39 |    | 84 |    | 85 | 58      |
| k. Achievement tests                                       |  |  |  |        |     | 11  |            | 20  |     | 49 |    | 84 |    | 95 | 73      |
| l. Interest tests  |  |  |  |        |     | 11  |            | 20  |     | 40 |    | 84 |    | 95 | 59      |
| m. Cumulative records                                      |  |  |  |        |     | 11  |            | 19  |     | 51 |    | 84 |    | 90 | 76      |
| n. Guidance test summaries                                 |  |  |  |        |     | 11  |            | 18  |     | 37 |    | 84 |    | 85 | 55      |
| o. Health records  |  |  |  |        |     | 11  |            | 17  |     | 39 |    | 84 |    | 80 | 58      |
| p. Vocational-educational questionnaire                    |  |  |  |        |     | 11  |            | 18  |     | 34 |    | 84 |    | 85 | 50      |
| q. Other   |  |  |  |        |     |     |            |     |     |    |    |    |    |    |         |
| Vocational aptitude test                                   |  |  |  |        |     | 1   |            | 0   |     | 0  |    | 9  |    | 0  | 0       |
| Schedule planning  |  |  |  |        |     | 0   |            | 0   |     | 1  |    | 0  |    | 0  | 1.5     |
| Readiness test   |  |  |  |        |     | 0   |            | 0   |     | 1  |    | 0  |    | 0  | 1.5     |
| <b>2. TESTING</b>  |  |  |  |        |     |     |            |     |     |    |    |    |    |    |         |
| a. Arrange a testing schedule                              |  |  |  |        |     | 11  |            | 19  |     | 42 |    | 84 |    | 90 | 62      |
| b. Select tests  |  |  |  |        |     | 11  |            | 19  |     | 39 |    | 84 |    | 90 | 58      |
| c. Administer group tests                                  |  |  |  |        |     | 11  |            | 20  |     | 47 |    | 84 |    | 95 | 70      |
| d. Administer individual tests                             |  |  |  |        |     | 11  |            | 20  |     | 36 |    | 84 |    | 95 | 53      |
| e. Score tests   |  |  |  |        |     | 11  |            | 19  |     | 44 |    | 84 |    | 90 | 65      |
| f. Interpret tests to students                             |  |  |  |        |     | 11  |            | 20  |     | 46 |    | 84 |    | 95 | 68      |
| g. Interpret tests to teachers                             |  |  |  |        |     | 11  |            | 18  |     | 42 |    | 84 |    | 85 | 62      |
| h. Interpret tests to parents                              |  |  |  |        |     | 11  |            | 19  |     | 42 |    | 84 |    | 90 | 62      |
| i. Record test data  |  |  |  |        |     | 11  |            | 18  |     | 40 |    | 84 |    | 85 | 59      |
| j. Other   |  |  |  |        |     |     |            |     |     |    |    |    |    |    |         |
| Personality test   |  |  |  |        |     | 0   |            | 0   |     | 1  |    | 0  |    | 0  | 1.5     |
| <b>3. ARTICULATION-ORIENTATION</b>                         |  |  |  |        |     |     |            |     |     |    |    |    |    |    |         |
| a. Visit feeder schools                                    |  |  |  |        |     | 11  |            | 18  |     | 36 |    | 84 |    | 85 | 53      |
| b. Arrange a visiting day                                  |  |  |  |        |     | 11  |            | 17  |     | 36 |    | 84 |    | 80 | 55      |
| c. Orientation programs for new pupils to high school      |  |  |  |        |     | 11  |            | 18  |     | 34 |    | 84 |    | 85 | 50      |
| d. Supply copies of handbooks for orientation              |  |  |  |        |     | 11  |            | 18  |     | 36 |    | 84 |    | 85 | 53      |
| e. Give pertinent information about new pupils to teachers |  |  |  |        |     | 11  |            | 18  |     | 42 |    | 84 |    | 85 | 62      |
| f. Assist new pupils in arranging a schedule               |  |  |  |        |     | 11  |            | 18  |     | 41 |    | 84 |    | 85 | 61      |
| g. Other   |  |  |  |        |     | 0   |            | 0   |     | 1  |    | 0  |    | 0  | 1.5     |
| Parent-teacher conference                                  |  |  |  |        |     | 0   |            | 0   |     | 1  |    | 0  |    | 0  | 1.5     |

|  |     |     |   |
|--|-----|-----|---|
| II. HELPING STUDENTS UNDERSTAND SOCIO-ECONOMIC INFORMATION | T-C | All | C |
| 1. INTERNATIONAL SERVICES                                  | T-C | All |   |

## 1. INFORMATIONAL SERVICES

a. Order occupational-educational information

b. Organize and evaluate occupational-educational information

c. Use occupational-educational information

d. Teach class in occupations

e. Other

## 2. GROUP GUIDANCE ACTIVITIES

a. Career planning

b.College planning

c. Scholarship testing

d. Test interpretation

e. High school program planing

f. Advise pupils on matters of conduct

g. Discussions concerning social and school problems

### h. Other

### III. THE COUNSELING INTERVIEW

## 1. PREPARATION FOR INTERVIEW

a. Check cumulative records

b. Gather information from teachers; class visits

c. Home visits

d. Telephone for information

e. Other

## 2. STUDENT INTERVIEW

a. Discuss program changes  
and assignment cards

b. Check credits for high-school graduation

c.Appraisal of abilities  
and interests

d. Post-high school educational planning.

e.Scholarship information

f.College information

g. Non-college information

### h. Other

|  | NUMBER |    |    |     |    |       | PERCENTAGE |   |    |    |     |     |
|--|--------|----|----|-----|----|-------|------------|---|----|----|-----|-----|
|  | C      | 10 | 15 | T-C | 20 | 25    | All        | C | 10 | 15 | T-C | All |
| STATE 21   |        |    |    |     |    |       |            |   |    |    |     |     |
| 3. OCCUPATIONAL                                    |        |    |    |     |    |       |            |   |    |    |     |     |
| a. Vocational planning                             | 11     | 19 | 43 | 84  | 90 | 64    |            |   |    |    |     |     |
| b. Employment information                          | 11     | 18 | 40 | 84  | 85 | 59    |            |   |    |    |     |     |
| c. Other   |        |    |    |     |    |       |            |   |    |    |     |     |
| Armed services                                     | 2      | 0  | 2  | 18  | 0  | 3     |            |   |    |    |     |     |
| Civil service                                      | 0      | 0  | 1  | 0   | 0  | 1.5   |            |   |    |    |     |     |
| Social security                                    | 0      | 0  | 1  | 0   | 0  | 1.5   |            |   |    |    |     |     |
| 4. PERSONAL  |        |    |    |     |    |       |            |   |    |    |     |     |
| a. Irregular attendance                            | 11     | 19 | 44 | 84  | 90 | 65    |            |   |    |    |     |     |
| b. Truancy   | 11     | 19 | 43 | 84  | 90 | 64    |            |   |    |    |     |     |
| c. Academic problems                               | 11     | 18 | 48 | 84  | 85 | 71    |            |   |    |    |     |     |
| d. Health problems                                 | 11     | 18 | 37 | 84  | 85 | 55    |            |   |    |    |     |     |
| e. Marriage problems                               | 11     | 18 | 35 | 84  | 85 | 52    |            |   |    |    |     |     |
| f. Boy-girl relationships                          | 11     | 18 | 37 | 84  | 85 | 55    |            |   |    |    |     |     |
| g. Personal grooming                               | 11     | 18 | 38 | 84  | 85 | 56    |            |   |    |    |     |     |
| h. Drop-outs and transfers                         | 11     | 18 | 40 | 84  | 85 | 59    |            |   |    |    |     |     |
| i. Financial problems                              | 11     | 18 | 36 | 84  | 85 | 53    |            |   |    |    |     |     |
| j. Discipline problems                             | 11     | 18 | 47 | 84  | 85 | 70    |            |   |    |    |     |     |
| k. Potential drop-outs                             | 11     | 18 | 47 | 84  | 85 | 70.61 |            |   |    |    |     |     |
| l. Ineffective study habits                        | 11     | 18 | 47 | 84  | 85 | 70    |            |   |    |    |     |     |
| m. Development of special abilities                | 11     | 18 | 41 | 84  | 85 | 61    |            |   |    |    |     |     |
| n. Correction of disability                        | 11     | 18 | 35 | 84  | 85 | 52    |            |   |    |    |     |     |
| o. Other   |        |    |    |     |    |       |            |   |    |    |     |     |
| Racial adjustment                                  | 1      | 0  | 0  | 8   | 0  | 0     |            |   |    |    |     |     |
| Personal c-ounseling                               | 0      | 0  | 1  | 0   | 0  | 1.5   |            |   |    |    |     |     |
| Clinical evaluation-therapy                        | 0      | 0  | 1  | 0   | 0  | 1.5   |            |   |    |    |     |     |
| 5. PARENT COUNSELING                               |        |    |    |     |    |       |            |   |    |    |     |     |
| a. Discuss educ-vocational plans for students      | 11     | 19 | 43 | 84  | 90 | 64    |            |   |    |    |     |     |
| b. Discuss student transfers and drop-outs         | 11     | 18 | 36 | 84  | 85 | 53    |            |   |    |    |     |     |
| c. Discuss student employment                      | 11     | 18 | 32 | 84  | 85 | 42    |            |   |    |    |     |     |
| d. Student marriages                               | 11     | 18 | 36 | 84  | 85 | 53    |            |   |    |    |     |     |
| e. Boy-girl relationships                          | 11     | 19 | 35 | 84  | 90 | 52    |            |   |    |    |     |     |
| f. Test interpretation                             | 11     | 19 | 43 | 84  | 90 | 64    |            |   |    |    |     |     |
| g. Student-teacher relations                       | 11     | 19 | 43 | 84  | 90 | 64    |            |   |    |    |     |     |
| h. Parent-student relations                        | 11     | 20 | 44 | 84  | 95 | 65    |            |   |    |    |     |     |
| i. Other   |        |    |    |     |    |       |            |   |    |    |     |     |
| IV. EDUCATIONAL AND OCCUPATIONAL PLACEMENT         |        |    |    |     |    |       |            |   |    |    |     |     |
| a. Help students get after school or Saturday work | 11     | 18 | 35 | 84  | 85 | 52    |            |   |    |    |     |     |
| b. Assist graduates in finding full time work      | 11     | 18 | 34 | 84  | 84 | 50    |            |   |    |    |     |     |
| c. Advise pupils regarding specific jobs           | 11     | 18 | 37 | 84  | 84 | 55    |            |   |    |    |     |     |
| d. Receive calls from employers                    | 11     | 18 | 37 | 84  | 85 | 55    |            |   |    |    |     |     |
| e. Select and refer pupils for jobs                | 11     | 18 | 35 | 84  | 85 | 52    |            |   |    |    |     |     |
| f. Write letters of recommendations                | 11     | 19 | 48 | 84  | 90 | 71    |            |   |    |    |     |     |
| g. Supply work certificates                        | 11     | 18 | 35 | 84  | 85 | 52    |            |   |    |    |     |     |

|  | C  | T-C | All | C  | T-C | All |
|--|----|-----|-----|----|-----|-----|
| h. Look up school record of individual pupils                        | 11 | 18  | 42  | 84 | 85  | 62  |
| i. Post bulletins listing various jobs                               | 11 | 18  | 37  | 84 | 85  | 55  |
| j. Arrange for scholarships  | 11 | 17  | 35  | 84 | 80  | 52  |
| k. Arrange cooperative work-study plan                               | 11 | 19  | 34  | 84 | 90  | 50  |
| l. Survey of local job opportunities                                 | 11 | 17  | 34  | 84 | 80  | 50  |
| m. Other   |    |     |     |    |     |     |
| V. FOLLOW-UP AND RESEARCH  |    |     |     |    |     |     |
| 1. FOLLOW-UP WITHIN BUILDING   | 11 | 18  | 46  | 84 | 85  | 68  |
| a. Confer with teachers  | 11 | 17  | 43  | 84 | 80  | 64  |
| b. Confer with students  | 11 | 19  | 41  | 84 | 90  | 61  |
| c. Confer with counselors  |    |     |     |    |     |     |
| d. Personal examination of student records                           | 11 | 18  | 45  | 84 | 85  | 62  |
| e. Other   |    |     |     |    |     |     |
| 2. FOLLOW-UP OF STUDENTS THAT HAVE LEFT SCHOOL                       |    |     |     |    |     |     |
| a. Formal studies of selected groups                                 | 11 | 16  | 37  | 84 | 75  | 55  |
| b. Confer informally with graduates who visit school                 | LL | 18  | 37  | 84 | 85  | 55  |
| c. Other   | 1  | 0   | 1   | 2  | 0   | 1.5 |
| 3. RESEARCH  |    |     |     |    |     |     |
| a. Read current guidance literature                                  | 11 | 19  | 49  | 84 | 90  | 73  |
| b. Prepare new guidance activities                                   | 11 | 18  | 39  | 84 | 85  | 58  |
| c. Professional contacts with physical and mental health authorities | 11 | 18  | 41  | 84 | 85  | 61  |
| d. Other   |    |     |     |    |     |     |
| Professional Guidance Societies                                      | 1  | 0   | 0   | 0  | 0   | 0   |
| Speakers on Guidance and Counseling                                  | 0  | 0   | 1   | 0  | 0   | 1.5 |
| 4. COMMUNITY ACTIVITIES  |    |     |     |    |     |     |
| a. Speak to community groups about guidance                          | 11 | 18  | 39  | 84 | 85  | 58  |
| b. Prepare speeches  | 11 | 18  | 36  | 84 | 85  | 53  |
| c. Compose news releases about guidance services                     | 11 | 18  | 35  | 84 | 85  | 52  |
| d. TV-radio appearances  | 11 | 18  | 31  | 84 | 85  | 46  |
| e. Work with Various Social Welfare Agencies                         | 11 | 18  | 39  | 84 | 85  | 58  |
| f. Other   |    |     |     |    |     |     |

Page 6

WOULD YOU PLEASE MAKE YOUR OWN PERSONAL APPRAISAL OF THE DRAKE MSE GUIDANCE PROGRAM AND OFFER SUGGESTIONS FOR ITS IMPROVEMENT IN EACH OF THE FOLLOWING AREAS: (IF MORE ROOM IS NEEDED PLEASE USE THE BACK SIDE OF THIS SHEET)

PUPIL APPRAISAL

| Number of Respondents                    |                    |     | Percentage of Respondents |             |     |
|--|--------------------|-----|---------------------------|-------------|-----|
| Counselors                               | Teacher-Counselors | All | Coun.                     | Teach-Coun. | All |
| 10                                       | 13                 | 50  | 77                        | 66          | 74  |
| OCCUPATIONAL AND EDUCATIONAL INFORMATION |                    |     |                           |             |     |
| 8  | 13                 | 43  | 61                        | 66          | 64  |
| COUNSELING                               |                    |     |                           |             |     |
| 10                                       | 15                 | 53  | 77                        | 71          | 79  |
| GROUP GUIDANCE                           |                    |     |                           |             |     |
| 7  | 14                 | 42  | 53                        | 66          | 62  |
| RESEARCH                                 |                    |     |                           |             |     |
| 2  | 9                  | 11  | 69                        | 42          | 65  |
| MISCELLANEOUS                            |                    |     |                           |             |     |
|  | 1                  |     | 61                        | 50          | 80  |